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Mediating Effect of Innovation-Oriented Leadership Practices: Assuring Quality in the Performance of School Heads and Teachers in the Workplace

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Abstract

Aim: The study aimed to determine the relationship between the mediating effect of innovation-oriented leadership practices on the performance of the school heads and teachers in the workplace.

Methodology: The descriptive-correlational method of research was employed to determine the relationship of innovation-oriented leadership practices of school heads with that of quality-assured performance of teachers in the workplace. This study was conducted in the elementary schools of Lucena West District, situated in the City of Lucena, Province of Quezon on School Year 2022-2023. This study used random sampling technique in choosing the required number of respondents. It took the samples from the computed figure from the total number of public elementary school teachers in Lucena West District, Division of Lucena City.

Results: The result shows that innovation-oriented leadership practices have complementary partial mediating effect on school heads' performance and teachers' performance. Innovation-oriented leadership practices significantly affect the school heads' performance as revealed by the p-value of 0.000 which is less than the p-value of 0.05. Moreover, a teacher's performance is directly affected by the school head's performance as implied by p-value of 0.001 which is less than the 0.05 p-value. The result also shows that innovation-oriented leadership practices of school head can act as significant mediators indirectly to teachers' performance as noted by p-value of 0.001 which is less than the 0.05 p-value.

Conclusion: Innovation-Oriented Leadership Practices as significant mediator in Teachers' Performance reveal a significant relationship between the independent and the dependent variables. It shows that innovation-oriented leadership practices of school heads have a strong impact on the teachers' performance in the workplace.

Keywords: innovation-oriented leadership, quality performance in the workplace

INTRODUCTION

Since the beginning of time, humans have avoided change due to its complexity and the requirement that they adjust to radically different mindsets. Any form of change is challenging to embrace because it requires people to give up the beliefs, they hold dear and replace them with something unfamiliar yet unsettling. The challenge then becomes convincing people to accept the change rather than coming up with something new. Building trust and cooperation is necessary for this since change or innovation cannot succeed without cooperation or collusion. The twenty-first century is filled with adventure, thrills, and difficulties. The demand for change is largely fueled by financial concerns, social embarrassments, and a desire to push beyond one's comfort zone.

In today's world, creative leadership is acceptable for school administrators. We frequently use the word "innovation" to describe several concepts. To innovate is to change something or freshly approach something. You don't have to be an inventor to innovate. Creativity and adaptation are inherent to innovation. Innovation in education isn't a term with a predetermined meaning. The essence of innovation education is an openness to viewing issues with new eyes and coming up with novel solutions. It is an admission that we do not have all the solutions and that we are open to new ideas for improvement, including creative teaching techniques and ways for information transmission.



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The theory adopted for this study was the Path-Goal Theory. Path-goal theory, originally developed by Evans (1970) and later modified by Robert House (1971), was designed to identify a leader's most practiced style as a motivation to get subordinates to accomplish goals. The Path-Goal model emphasizes the importance of a leader's ability to accurately interpret the needs of followers and respond flexibly to the demands of a situation. This theory's fundamental claim is that the leader's primary duty is to inspire their followers to do their responsibilities and that the leader accomplishes this by removing any barriers that stand in their way. To clarify, if the followers are driven enough to feel a feeling of accomplishment after completing a task and if all the obstacles in their path are removed, they could complete these activities. The simplest definition of Path-Goal theory is "how leaders inspire their followers to achieve goals."

Quality schools play an important role in the provision of quality education to the nation. Improving the quality of education is a requirement of schools, because to build a quality education system requires requirements among others; being able to answer what the needs of the community of education service users need a strong commitment from all parties involved in institutional management from staff, educators, administrators, and students in achieving the best performance (Laosum, 2016). The quality of the school is the most important element of a school as it is one of the determinants of school effectiveness after implementation of the improvement was being made. School effectiveness can also be seen clearly through student academic performance (Lezotte, 2010; Rutter and Maughan, 2002). The quality of the school could also refer to the various aspects of affairs that occur in the school including administration, teaching and learning, co-curriculum, student development projects and school environment. For any organization, innovative leadership is a must-have. Innovation gives businesses a competitive advantage over their rivals. However, the organization needs a visionary leader who can perform a miracle.

Innovation is one of the most crucial issues in leadership-driven societal and organizational transformation. We can see that innovation-focused leadership is a crucial instrument for transforming the organizational landscape and enhancing the effectiveness with which organizational goals are attained by the fact that the majority of organizations expect innovation from their leaders. Terms like change, reformation, transformation, and innovation are employed to achieve the goals of leadership.

The leader who is inventive and innovative is an unending source of original ideas that can improve any organization's performance. This kind of leader supports employees' creative behavior. Risk-taking is a crucial component of an inventive leader's mentality that helps to open up new possibilities for developing radical innovations into finished products. In order to produce exceptional work, innovation and creativity play a crucial part in leadership. Additionally, creative solutions can help to improve the effectiveness and caliber of the working process. Without an inventive mindset and original ideas, no organization can survive in today's cutthroat workplace, due to the growth relationship with these inventive attitudes. Additionally, those leaders directly influence individuals and organizations because they foster a creative environment within the organization that facilitates the development of new inventions.

Innovation is a planned, risk-taking change that is introduced into an organization, any workplace or educational system to ensure better efficiency productivity. It entails the introduction of novel concepts, methodologies, and strategies. Incorporate ways for accomplishing things into the educational system with the goal of increasing the system's internal and external efficiency. The introduction of new ideas into school administration is a response to technological advancements that have resulted in unique and innovative practices all over the world. As a result, innovation is the cost-effective application of ideas, technology, and procedures in new ways to obtain a competitive edge, which can take the shape of increased productivity, job performance, services, and commitment. It is possible to accept or adapt innovation.

School leadership has been a priority in education policy agendas around the world, and even locally. It influences the motivations and capacities of teachers, as well as the school atmosphere and environment, to improve school outcomes. To improve the efficiency and equity of education, effective school leadership is required. Being an innovative leader is essential, especially in these times of constant change and challenges.

Research Questions

The focus of the study was to find out the relationship of innovation-oriented leadership practices of school administrators with that of teachers and school heads performances in the workplace.

Specifically, it sought to answer the following questions:

1. How do the respondents perceive the performance of the school heads in terms of:
 - a. Instructional Leadership;
 - b. Learning Environment;



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- c. Human Resource Management and Development;
 - d. School Leadership Management and Operations; and
 - e. Partnership and Environment?
2. What is the perceived level of teachers' performance in terms of:
 - a. Efficiency;
 - b. Efficacy; and
 - c. Appropriateness of Services?
3. To what level of practice is the innovative-oriented leadership of public-school heads described in terms of:
 - a. Long-term perspective;
 - b. Visionary Leadership;
 - c. Risk-taking;
 - d. Initiating changes;
 - e. Building commitment;
 - f. Encouraging diversity;
 - g. Passion invoking;
 - h. Innovation-Oriented; and
 - i. Employee as a strategic resource?
4. Do the school head performance-related factors significantly affect teacher's performance?
5. Do the innovation-oriented leadership practices of school heads significantly mediate teacher's performance?

Hypothesis

The following are the research hypotheses of the study:

1. The school heads' performance-related factors do not significantly affect teacher's performance.
2. The innovation-oriented leadership practices of school heads do not significantly mediate teacher's performance.

METHODS

Research Design

The descriptive-correlational method of research was employed to determine the relationship of innovation-oriented leadership practices of school heads with that of quality-assured performance of teachers in the workplace.

Population and Sampling

This study was conducted in the elementary schools of Lucena West District, situated in the City of Lucena, Province of Quezon on School Year 2022-2023. Random sampling technique was used in choosing the required number of respondents. It took the samples from the computed figure from the total number of public elementary school teachers in Lucena West District, Division of Lucena City.

Table 1. Respondents of the Study

Respondent School	Population	Actual Respondents
1. Lucena West I ES	113	78
2. Lucena West II ES	25	8
3. Lucena West III ES	37	35
4. Lucena West IV ES	15	7
5. Isabang ES	48	22
6. Bocohan ES	14	8
7. Ibabang Iyam ES	27	19
8. Ilayang Talim ES	14	9
9. Ibabang Talim ES	18	8
10. Salinas ES	17	8
11. Ransohan Integrated School	10	10



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Total

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212

Instrument

As the main tool for gathering the data required for the study, the researcher employed an adapted-modified instrument on innovative leadership that is parallel to the PPST. This instrument is a performance survey questionnaire.

Data Collection

The data were collected, examined, analyzed and processed in accordance with the study's goal and all applicable research protocol requirements.

Treatment of Data

To describe the level of the innovation-oriented leadership practices of school heads in attaining quality-assured performance in the workplace, mean measure, and standard deviation were used. In assessing the level of performance of school heads and teachers, mean and standard deviation were also utilized.

Furthermore, to prove the two hypotheses set in the study, whether there exists a significant linear relationship between the perceived innovation-oriented leadership practices and that of school heads' and teachers' performance, Pearson Product-Moment Correlation Coefficient was used to test relationship between variables at 0.01 level of significance. Complementary partial mediation was utilized in testing the mediating effect of innovation-oriented leadership practices of school heads on teachers' performance.

Ethical Considerations

To further truth and knowledge, research must take ethics into account. The researcher ensured confidentiality, examined participant questions, and received ethical approval. They received complete consent and presented the data findings objectively, honestly, and transparently. The steps for gathering, analyzing, using, and storing data have been explained.

RESULTS and DISCUSSION

I. School Heads' Performance

This variable is measured in terms of instructional Leadership. It explains how the school head carries out his tasks and obligations to ensure that students receive high quality education and that teachers perform highly.

Table 2. School Heads' Performance in terms of Instructional Leadership

My school head...	Mean	Std. Deviation	Verbal Interpretation
1. leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.	3.79	0.41	Practiced to a Great Extent
2. collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.	3.75	0.43	Practiced to a Great Extent
3. analyzes current academic achievement data and instructional strategies to make appropriate	3.75	0.43	Practiced to a Great Extent



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educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.			
4. works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.	3.75	0.44	Practiced to a Great Extent
5. provides the instructional focus and creates the culture for continuous learning of all members of the school community.	3.75	0.44	Practiced to a Great Extent
Overall	3.76	0.39	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 2 shows that there is a strong agreement that school heads instructional leadership is practiced to a great extent with an average mean of 3.76 and standard deviation of 0.39. Statement 1 topped the list with a mean of 3.79 and standard deviation of 0.41. Moreover, statements 2 to 5 have the same mean value of 3.75 and standard deviation of 0.43 and 0.44 respectively. According to Hallinger, 2018, the function of school heads in schools is a determining element in the growth of all of its members. They are mostly responsible for establishing the conditions that enable both teaching and learning, therefore they must develop, modify, and foster instructional excellence (OECD, 2016a). Principals are supposed to be instructional leaders (Zepeda et al., 2017).

Principals must exercise instructional leadership to influence teachers' behavior in order to improve the quality of teaching and learning, as well as to execute good academic administration so that instructors may teach successfully (Alimuddin, 2010). Simin, et al., (2015) discovered that principals exercising instructional leadership are one of the elements that impact teacher conduct in their research of instructional leadership among principals in vocational and technical schools in Kuala Lumpur.

Table 3. School Heads' Performance in terms of Learning Environment

My school head...	Mean	Std. Deviation	Verbal Interpretation
1. addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.	3.71	0.46	Practiced to a Great Extent
2. involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.	3.78	0.42	Practiced to a Great Extent
3. in collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.	3.74	0.44	Practiced to a Great Extent
4. is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders	3.75	0.43	Practiced to a Great Extent



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5. maintains a positive, inviting school environment that celebrates, promotes, and assists in the development of the whole child/student, and values every child/student as an important member of the school community.	3.75	0.43	Practiced to a Great Extent
Overall	3.75	0.38	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 3 reveals the school heads' performance in terms of learning environment, statement 2 ranked first with a mean of 3.78 and standard deviation of 0.42 which implies that the respondents strongly agreed that school heads practiced to a great extent the involvement of students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures. According to Gamala and Marpa (2022), the school environment is crucial for students' learning and growth, influencing their social, emotional, and ethical development. It is influenced by structural, personal, and functional factors, providing a distinctive school environment. Supportive and caring relationships among school community members reduce substance abuse, violence, and other problem behavior. The school environment is essential for evaluating student, teacher, and stakeholder well-being.

On the other hand, statement 1 was the least ranked with a mean of 3.71 and standard deviation of 0.46, but also connotes strong agreement among respondents that school head addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel was practiced to a great extent. The average mean of 3.75 and standard deviation of .38 means that respondent strongly agreed that the school heads' performance in terms of learning environment is practiced to a great extent.

Table 4. School Heads' Performance in terms of Human Resource Management and Development

My school head...	Mean	Std. Deviation	Verbal Interpretation
1. implements of new ideas, methods, and technologies to better meet the ever-evolving requirements of the organization and its workforce.	3.73	0.45	Practiced to a Great Extent
2. anticipates future needs and circumstances rather than simply finding a response to a changing present situation.	3.71	0.47	Practiced to a Great Extent
3. ensures that the organization has the right people performing well in leadership roles at all levels.	3.74	0.45	Practiced to a Great Extent
4. maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.	3.73	0.45	Practiced to a Great Extent
5. recognizes and supports highly effective teachers and staff and cultivates their leadership potential.	3.73	0.46	Practiced to a Great Extent

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Overall 3.72 0.40 Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

It can be gleaned from the Table 4 that there is a strong agreement among respondents that school heads performance in terms of human resource management and development had been practiced to a great extent as revealed by the average mean of 3.72 and strongly agreed by the respondents with standard deviation of 0.40. Statement 3 ranked first with a weighted mean of 3.74 and standard deviation of 0.45. According to Shibiti (2020), effective human resource management practices can influence teachers' schoolwork engagement levels, improve client service quality, satisfaction, and retention, provide a distinct competitive advantage, and improve the organization's performance and success. As a result, the better the human resource management techniques, the higher the level of school engagement, and vice versa.

Moreover, statement 2 with a mean of 3.71 and standard deviation of .47 is the least ranked but is practiced by the school head to a great extent as strongly agreed upon by the respondents.

Table 5. School Heads' Performance in terms of School Leadership, Management and Operations

My school head...	Mean	Std. Deviation	Verbal Interpretation
1. ensures that school operations align with legal frameworks such as: provincial legislation, regulation, and policy; as well as school authority policy, directives, and initiatives	3.77	0.42	Practiced to a Great Extent
2. effectively plans, organizes, and manages the human, physical and financial resources of the school and identifies the areas of need	3.72	0.45	Practiced to a Great Extent
3. utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning.	3.74	0.44	Practiced to a Great Extent
4. is transparent.	3.70	0.46	Practiced to a Great Extent
5. provides technical assistance.	3.72	0.45	Practiced to a Great Extent

Overall 3.73 0.35 Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

It can be noted from the table that statement 1 topped the list among schools' performance in terms of school leadership, management, and operations with a mean of 3.77 and standard deviation of 0.42. This is practiced to a great extent by school heads as strongly agreed by the respondents. According to Sergis et. Al, (2018), School leadership is regarded a vital part of effective school reform around the world, especially in the light of the growing paradigms of enhanced school autonomy and responsibility. The position of school leaders becomes more important, so do the competencies that school leaders must acquire and exhibit. Their leadership abilities become tools for resolving the institution's various problems.

However, being transparent is the least one in terms of school leadership, management, and operations with a mean of 3.70 and standard deviation of 0.46. Although transparency is being practiced to a great extent as strongly agreed by the respondents, school heads should also intensify the value of transparency as a factor in ethical



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leadership. The average mean of 3.73 and standard deviation of 0.35 implies that school heads performance in terms of school leadership, management and operations are practiced to a great extent as strongly agreed upon by the respondents.

Table 6. School Heads' Performance in terms of Partnership and Learning Environment

My school head...	Mean	Std. Deviation	Verbal Interpretation
1. has knowledge and understanding of the various external and internal entities in their school community.	3.75	0.43	Practiced to a Great Extent
2. communicates with their external communities that enhance their chance of getting better public support, minimizing criticism, learning the values and priorities of a community, and receives many functional ideas and resources that will help educate students better	3.74	0.44	Practiced to a Great Extent
3. is proactive in developing relationships with stakeholders throughout the community	3.73	0.44	Practiced to a Great Extent
4. forms a community partnership committee.	3.74	0.44	Practiced to a Great Extent
5. trains the school personnel to activate the school-community partnership.	3.71	0.46	Practiced to a Great Extent
Overall	3.73	0.39	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

In terms of partnership and learning environment, there is a strong agreement among respondents that this is practiced to a great extent by the school heads with an average mean of 3.73 and standard deviation of 0.39. Specifically, statement 1 with a mean of 3.75 and standard deviation of 0.43 topped the list. According to the study of Sabol (2018), families have the opportunity to tailor the learning environment to their children's specific requirements. In genuine partnerships, the partners are treated as equals, respect one other, and take on a shared responsibility, moral commitment to the collaboration, and share accountability for the prospective school leader's success. In addition, training the school personnel to activate the school-community partnership is practiced to a great extent as strongly agreed upon by the respondents with a mean of 3.71 and standard deviation of 0.46 which is the least ranked among the performances.

Table 7. Summary Table on School Heads' Performance

Indicator	Mean	Std. Deviation	Verbal Interpretation
Instructional Leadership	3.76	0.39	Practiced to a Great Extent
Learning Environment;	3.75	0.38	Practiced to a Great Extent



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Human Resource Management and Development;	3.72	0.40	Practiced to a Great Extent
School Leadership Management and Operations; and	3.73	0.38	Practiced to a Great Extent
Partnership and Environment?	3.73	0.39	Practiced to a Great Extent
Overall	3.74	0.35	Practiced to a Great Extent

Table 7 summarizes the school heads' performance with an overall mean of 3.74 and standard deviation of 0.35. The data connotes that there is a strong agreement among respondents that all the dimensions of performance of school heads are practiced to a great extent as indicated by the mean while homogeneity of responses is very strong as indicated by the standard deviation ≤ 1.0 .

II. Teachers' Performance

Table 8. Teachers' Performance in terms of Efficiency

As a teacher I...	Mean	Std. Deviation	Verbal Interpretation
1. demonstrate content knowledge and its application within and / or across curriculum teaching areas.	3.76	0.43	Excellent
2. demonstrate an understanding of research-based knowledge and principles of teaching and learning.	3.60	0.50	Excellent
3. show skills in the positive use of ICT to facilitate the teaching and learning process.	3.64	0.49	Excellent
4. demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	3.76	0.43	Excellent
5. apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	3.70	0.47	Excellent
Overall	3.69	0.38	Excellent

Legend: 1.00 – 1.75 (Strongly Disagree/Very Unsatisfactory), 1.76 – 2.50 (Disagree/Unsatisfactory), 2.51 – 3.25 (Agree/Very Satisfactory), 3.26 – 4.00 (Strongly Agree/Excellent)

It can be gleaned from the table that statements 1 and 4 topped the list, both with a mean of 3.76 and standard deviation of 0.43. Respondents strongly agreed that these two performances are excellently executed by the teachers in terms of efficiency. The teachers' understanding of research-based knowledge and principles of teaching and learning is the least among the performances with a mean of 3.60 and standard deviation of 0.50. Although this signifies that this aspect is excellently performed by teachers as strongly agreed by the respondents, this should be given more emphasis as utilization of research-based knowledge and principles of teaching and learning is a current trend in education. The average mean of 3.69 and standard deviation of 0.38 means that teachers' performance is excellent in terms of efficiency as strongly agreed upon by the respondents.

Table 9. Teachers' Performance in terms of Efficacy

As a teacher I...	Mean	Std. Deviation	Verbal Interpretation
1. demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.75	0.43	Excellent
2. demonstrate understanding of	3.75	0.43	Excellent



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learning environments that promote fairness, respect, and care to encourage learning.			
3. demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.75	0.43	Excellent
4. prepare developmentally sequenced teaching and learning process to meet curriculum requirements.	3.69	0.46	Excellent
5. demonstrate knowledge in the implementation of relevant and responsive learning programs.	3.68	0.47	Excellent
Overall	3.73	0.39	Excellent

Legend: 1.00 – 1.75 (Strongly Disagree/Very Unsatisfactory), 1.76 – 2.50 (Disagree/Unsatisfactory), 2.51 – 3.25 (Agree/Very Satisfactory), 3.26 – 4.00 (Strongly Agree/Excellent)

As regards teachers' performance in terms of efficacy, statements 1, 2 and 3, all with mean of 3.75 and standard deviation of 0.43, ranked first among the lists. These three performances are excellently executed by the teachers as strongly agreed by the respondents. Meanwhile, statement 5 has the least mean of 3.68, but also excellently done by teachers with a strong agreement from the respondents. The average mean of 3.73 and standard deviation of 0.39 implies that there is a strong agreement that teachers perform excellently in terms of efficacy.

It can be noted from the preceding table that statement 5 ranked first among the list which is strongly agreed by the respondents and performed excellently by teachers as noted by the mean of 3.77 and standard deviation of 0.42. According to the study of Oluwatoyin Ayodele Ajani, 2019, any country's educational system benefits from having high-quality teachers because they play a crucial role in it. In order to actively learn what can be adopted or incorporated into classroom practices, it is crucial that teachers have access to the necessary and suitable professional development activities. The goal of teachers' professional development is to improve their teaching methods to help their students perform better. The quality of instruction students receive is further impacted by the professional development activities for teachers, whose abilities and attitudes are improved for classroom practices.

On the other hand, statements 1 and 2 concerning the application of personal philosophy of teaching that is learner-centered and awareness of the existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers, are the two least performances but executed excellently by teachers and agreed strongly by respondents with the same mean of 3.72 and standard deviation of 0.45 and 0.46 respectively.

The average mean of 3.74 and standard deviation of 0.38 means that teachers perform excellently in terms of appropriateness of service as strongly agreed upon by the respondents.

Table 10. Teachers' Performance in terms of Appropriateness of Service

As a teacher I...	Mean	Std. Deviation	Verbal Interpretation
1. demonstrate knowledge of monitoring and evaluation of learners progress and achievement using learner attainment data.	3.75	0.44	Excellent
2. demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.	3.74	0.44	Excellent
3. demonstrate awareness of the existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	3.72	0.45	Excellent
4. apply a personal philosophy of teaching that is learner-centered.	3.72	0.46	Excellent
5. demonstrate behaviors that uphold the	3.77	0.42	Excellent



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dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.

6. demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers. 3.75 0.44 Excellent

Overall 3.74 0.38 Excellent

Legend: 1.00 – 1.75 (Strongly Disagree/Very Unsatisfactory), 1.76 – 2.50 (Disagree/Unsatisfactory), 2.51 – 3.25 (Agree/Very Satisfactory), 3.26 – 4.00 (Strongly Agree/Excellent)

Table 11. Summary Table on Teacher’s Performance

Indicator	Mean	Std. Deviation	Verbal Interpretation
Efficiency	3.69	0.38	Excellent
Efficacy	3.73	0.39	Excellent
Appropriateness Of Service	3.74	0.38	Excellent
Overall mean	3.72	0.36	Excellent

Legend: 1.00 – 1.75 (Strongly Disagree/Very Unsatisfactory), 1.76 – 2.50 (Disagree/Unsatisfactory), 2.51 – 3.25 (Agree/Very Satisfactory), 3.26 – 4.00 (Strongly Agree/Excellent)

Table 11 displays the summarized average mean and standard deviation of the dimensions of performance of teachers. There is strong agreement among respondents that teachers excellently perform well the in terms of efficiency, efficacy and appropriateness of service as noted by the overall mean of 3.72 while there is homogeneity of responses among respondents as implied by the standard deviation of 0.36.

III. Innovation-Oriented Leadership

This variable is best explained by...

Table 12. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Long-term Perspective

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. communicates a vision that motivates me.	3.71	0.45	Practiced to a Great Extent
2. clearly communicates my duties as a teacher.	3.77	0.42	Practiced to a Great Extent
3. keeps me informed about what is happening.	3.71	0.45	Practiced to a Great Extent
4. initiates conversation to ask about my situation.	3.69	0.46	Practiced to a Great Extent
5. openly speaks the things needed to be accomplished.	3.75	0.43	Practiced to a Great Extent
Overall	3.73	0.39	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 12 demonstrates that school heads clearly communicate and practice the duties as a teacher is practiced to a great extent as strongly agreed by the respondents with a mean of 3.77 and standard deviation of 0.42 as the top list. Effective leaders today are more than just charismatic decision-makers with solid communication abilities.

They must be able to collaborate with others to co-create common visions and goals to foster collective wisdom and discipline (Kramer & Pfitzer, 2016; Ramaswamy & Ozcan, 2014). People who can inspire and motivate others to take part in the co-creation of a smart future are known as smart leaders. On the other hand, the school heads initiate conversation about the teacher’s situation is the least ranked with a mean of 3.69 and standard deviation of



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0.46, but also practiced to a great extent with a strong agreement among respondents.

The average mean of 3.73 and standard deviation of 0.39 signify that there is a strong agreement that school heads' innovation-oriented leadership level in terms of long-term perspective as practiced to a great extent.

During meetings, the heads of the schools in the Division of Lucena City are open about what needs to be done. One of the responders, Lucena West III Elementary School, employs a long-term viewpoint by imagining the institution's objectives. The head of the school makes sure that all initiatives, programs, and activities are communicated to the teachers and that he has listened to other recommendations that may also advance the aims and objectives of the institution.

Table 13. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Visionary Leadership

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. facilitates clear formulation of goals and objectives.	3.74	0.44	Practiced to a Great Extent
2. makes sure that goals and objectives are parallel with the vision and mission of the institution.	3.77	0.42	Practiced to a Great Extent
3. conducts strategic planning regularly.	3.71	0.46	Practiced to a Great Extent
4. motivates teachers to understand the strategic direction of the institution.	3.71	0.46	Practiced to a Great Extent
5. creates a work environment conducive to innovation.	3.74	0.44	Practiced to a Great Extent
Overall	3.73	0.39	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 13 illustrates that statement 2 topped the list with a mean of 3.77 and standard deviation of 0.42 which implies that there is a strong agreement that making sure that goals and objectives are parallel with the vision and mission of the institution is practice to a great extent by the school heads.

On the other hand, statements 3 and 4 are the least statements being visioned by the school heads but practiced to a great extent as strongly agreed by the respondents with 3.71 mean and 0.46 standard deviation. The average mean of 3.73 and standard deviation of 0.39 connotes that innovation-oriented level of practice of public-school heads in terms of visionary leadership is practiced to a great extent and strongly agreed upon by the respondents.

To ensure that the aims and objectives of the school are in line with the institution's vision and mission, school administrators in the Division of Lucena City employ visionary leadership techniques. A School Improvement Plan, or SIP, should be in line with the Division Education Development Plan, or DEDP, in each school. The school head called a meeting to discuss the vision of the school, its mission, and how the school can fulfill its goals to create this plan and come up with good initiatives, programs, and activities. The school principal, teachers, and other stakeholders work together on it. Giving teachers the freedom to express creative ideas and offer solutions to challenges and problems at school can motivate them to work hard and be more enthusiastic about their duties.

Table 14. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Risk-taking

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. finds new ways of doing things.	3.72	0.45	Practiced to a Great Extent
2. applies new things to produce good	3.75	0.44	Practiced to a Great Extent



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results.			
3. devises ways that lead to creative thinking and problem-solving.	3.71	0.45	Practiced to a Great Extent
4. is ready to commit mistakes.	3.55	0.60	Practiced to a Great Extent
5. recognizes that success and failure are connected and are necessary for growth.	3.68	0.48	Practiced to a Great Extent
Overall	3.68	0.41	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 14 shows that school heads applying new things to produce good results is practiced to a great extent and was agreed strongly by the respondents with a mean of 3.75. Being willing to take chances and not be frightened of making mistakes is one of the most crucial qualities of innovative school administrators. The best way for leaders to learn is by making errors. Taking risks is a vital component of leadership that is crucial to a leader's success. A successful leader understands that taking chances is essential to accomplishing goals. Although school heads are ready to commit mistakes, the least statement and practiced to a great extent with a strong agreement, having mean of 3.55 and standard deviation of 0.60, school heads should note that risk-taking in applying innovation can improve their leadership level of practice. The average mean of 3.68 and standard deviation of 0.41 implies that school heads' innovation-oriented leadership level of practice in the public school is practiced to a great extent as strongly agreed upon by the respondents.

Leaders at schools in the Division of Lucena City don't mind taking risks as long as they help them achieve their objectives. They voluntarily assume the risk of accepting and overcoming all problems and obstacles posed by various situations. Every school, not just those in the Division of Lucena but also those in other regions, has experienced a great deal of difficulties and challenges as a result of this pandemic. They were able to develop solutions under the direction and leadership of the school leaders that will bridge the gap between students, teachers, and parents, particularly when it comes to everyone's health.

Table 15. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Initiating Changes

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. manages the perception.	3.69	0.46	Practiced to a Great Extent
2. makes change a part of school culture.	3.74	0.45	Practiced to a Great Extent
3. appreciates the skeptics.	3.65	0.50	Practiced to a Great Extent
4. knows the history of change within the organization.	3.68	0.47	Practiced to a Great Extent
5. is aware of the preconceived notions.	3.68	0.47	Practiced to a Great Extent
Overall	3.69	0.41	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

The table demonstrates that statement 2, makes change a part of school culture, topped the list among the statements with a mean of 3.74 and standard deviation of 0.45. This statement was practiced to a great extent by the school heads as strongly agreed by the respondents. In a school system, innovation is much more important as its primary goal is not simply to make money, but also to create a national asset for the future (Tidd & Bessant, 2018). Schools, like other companies, confront competition, maybe more intense rivalry since the school market is larger. Parents look for school systems that can give their children an innovative learning environment, cutting-edge services, and cutting-edge information. In order to get a competitive edge.

Statement 3, appreciates the skeptics, is the statement with a lowest mean of 3.65 and standard deviation of



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0.50, but practiced to a great extent by the school heads as agreed strongly by the respondents. The average mean of 3.69 and standard deviation of 0.41 indicate that there is a strong agreement that public school heads practiced to a great extent the innovation-oriented leadership level of practice in terms of initiating change.

The majority of school administrators in the West District of Lucena engage in innovation-focused leadership when it comes to starting reforms. It is the duty of school heads to start a change in the learning environment. This district's school heads are able to come up with original ideas and find simple answers to issues that develop in their premises. Knowing that every respondent strongly agreed that their school head has the ability to initiate change only means that the school heads in Lucena West District employ this style to meet everyone's needs. Having different teachers with different personalities presents a challenge to every school head on how to propose a change without having some conflicts in their ideas and beliefs.

Table 16. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Building Commitment

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. motivates teachers to find other ways of doing work.	3.72	0.45	Practiced to a Great Extent
2. involves teachers in decision making process.	3.69	0.49	Practiced to a Great Extent
3. is open to new ideas from teachers.	3.73	0.45	Practiced to a Great Extent
4. gives positive feedback.	3.73	0.45	Practiced to a Great Extent
5. encourages teachers to attend professional growth and development activities.	3.72	0.45	Practiced to a Great Extent
Overall	3.72	0.40	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

It can be noted from the table that statements 3 and 4, having the same mean of 3.73 and standard deviation of 0.45 topped among the lists. This implies that there is a strong agreement among respondents that opening to new ideas from teachers and giving positive feedback were practiced to a great extent by the public-school heads. According to the study of Thanh Nguyen Hai, et.al, (2022), leadership style and employee commitment always exist in an organic relationship, even this has been experimentally verified in many different cultures, leadership style also contributes to employee satisfaction. The leader uses a leadership style that suits the needs and creates trust of the employees, maintaining the benefits means the employee's commitment to work will increase. Leadership style has outstanding advantages over other leadership styles in creating and maintaining employee commitment continuity, thereby can improve and continuously improving leadership performance. Employees feel that they are respected and treated fairly, recognized by the leader, and constantly encouraged to achieve higher achievements, demonstrating that the leader chooses a leadership style that is suitable for the values that employees pursue, so employee commitment remains stable.

Meanwhile, involving teachers in decision-making process with a mean of 3.69 and standard deviation of 0.49 is practiced to a great extent of public-school heads as agreed strongly by the respondents. The average mean of 3.72 and standard deviation of 0.40 connote that there is a strong agreement among respondents that innovation-oriented leadership level of practice of public-school heads in terms of building commitment is practiced to a great extent.

School heads in the Lucena West district use rewards to encourage commitment. Every district in the Division of Lucena uses this type of awarding to express gratitude and to recognize teachers who performed admirably in the course of their tasks and obligations, which will encourage them even further to perform admirably and to be even more dedicated to their profession. We have awards for outstanding teaching such as the Gawad Dakila Award, Gawad Tala, Gawad Tanglaw, and Gawad Sinag. The teacher is getting favorable feedback by obtaining this award, as well. When a teacher sees that his or her efforts are appreciated, they become more open to sharing new ideas since they feel valued and welcome within the group, and they will perform even more.



Table 17. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Encouraging Diversity

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. establishes warm and collaborative working relationship with others.	3.71	0.46	Practiced to a Great Extent
2. works effectively with teachers from diverse backgrounds.	3.74	0.44	Practiced to a Great Extent
3. treats everyone with dignity and respect.	3.75	0.44	Practiced to a Great Extent
4. pays attention to individual needs.	3.70	0.47	Practiced to a Great Extent
5. visits the teachers' workstations to converse with them face to face.	3.75	0.44	Practiced to a Great Extent
Overall	3.73	0.39	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

The table illustrates that there is a strong agreement among respondents that innovation-oriented leadership level of practice by public school heads in terms of encouraging diversity is practiced to a great extent as revealed by the average mean of 3.73 and standard deviation of 0.39. Specifically, the school heads visiting the teachers' workstations to converse with them face-to-face was the top statement with a mean of 3.75 and standard deviation of 0.44.

On the other hand, paying attention to individual needs with the lowest mean of 3.70 and standard deviation of 0.47 is also practiced to a great extent by the public-school heads. The "Talastasan sa Paaralan" practice, which aim is raise the level of collaboration, communication and to have quality time together, where the school head and teachers can freely chat with each other, discuss various concerns, and solicit answers from everyone, is being done in one of the schools in the west district once a week during their free time. This is an excellent way to build friendly, cooperative working relationships with others and to treat each person with respect. The school head gets a chance to establish positive relationships with his or her staff through this activity.

Table 18. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Passion Invoking

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. creates collaborative and inclusive learning environment.	3.75	0.43	Practiced to a Great Extent
2. provides feedback that serves as a solution to my needs.	3.74	0.44	Practiced to a Great Extent
3. encourages peer communication.	3.74	0.44	Practiced to a Great Extent
4. empowers teachers and cultivate leadership skills.	3.71	0.46	Practiced to a Great Extent
5. has a vision and plan.	3.77	0.42	Practiced to a Great Extent
Overall	3.74	0.39	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

As regards to innovation-oriented leadership level of practice of public-school heads in terms of passion invoking, statement 1, creating collaborative and inclusive learning environment, ranked first with a mean of 3.75 and standard deviation of 0.43 which implies that there is a strong agreement among respondents that this statement is practiced to a great extent by the school heads.

Statement 4, empowering teachers and cultivating leadership skills, with a lowest mean of 3.71 and standard deviation of 0.46, is also practiced to a great extent by the school heads as agreed strongly by the respondents.

The average mean of 3.74 and standard deviation of 0.39 indicates that there is a strong agreement that innovation-oriented leadership level of public-school heads in terms of passion invoking is practiced to a great extent.



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Peer communication is encouraged by the practice known as "Talastasan sa Paaralan" in one of the schools in the west district. The head of the school is also responsible for empowering teachers and developing their leadership abilities. The school enabled this by assigning each teacher task in accordance with their abilities, giving teachers the chance to hone their leadership skills.

Table 19. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Innovation -Oriented

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. understands how personal experiences, values, and strengths impact practices and interactions.	3.73	0.44	Practiced to a Great Extent
2. builds deep trust by creating a space where people safe to share feedback and questions.	3.67	0.48	Practiced to a Great Extent
3. inspires people with clear why, theory of action, and stories of success.	3.68	0.48	Practiced to a Great Extent
4. develops empathy and knowledge by asking questions, listening, and engaging with new ideas.	3.69	0.47	Practiced to a Great Extent
5. makes responsive decisions guided by priorities, purpose, and data from real experiences.	3.70	0.46	Practiced to a Great Extent
Overall	3.70	0.43	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 19 shows that statement 1, understands how personal experiences, values, and strengths impact practices and interactions, with a mean of 3.73 and standard deviation of 0.44 is ranked first in the innovation-oriented leadership level of practice in terms of innovation-orientation. This implies that there is strong agreement among respondents that this statement is practiced to a great extent by the school heads.

Statement 2, builds deep trust by creating a space where people are safe to share feedback and questions, is the least in rank but also practiced to a great extent by the school heads as strongly agreed upon by the respondents.

The average mean of 3.70 and standard deviation of 0.43 indicate that innovation-oriented leadership level of practice in terms of innovation-oriented is practiced to a great extent as strongly agreed upon by the respondents.

In addition to the "Talastasan sa Paaralan" forum where anyone can voice their opinions and discuss problems and challenges the school is facing, there is also the "UGNAYAN" online platform, which aims to foster deep trust by providing a place where staff members feel comfortable providing feedback and asking questions and recognizes how individual experiences, values, and strengths influence practices and interactions. This UGNAYAN is conducted on a quarterly basis in order to hear the opinions of the entire division as well as to report on the success of each district within the Lucena division. This platform also contains games for teachers, including historical trivia about every school in every district. This practice is being done to re-establish connections between the teaching staff and the non-teaching personnel.

Table 20. Innovation -Oriented Leadership Level of Practice of Public School Heads in terms of Employee as a Strategic Resource

My School Head...	Mean	Std. Deviation	Verbal Interpretation
1. listens to teachers.	3.67	0.48	Practiced to a Great Extent
2. sympathizes with teachers.	3.70	0.47	Practiced to a Great Extent
3. recognizes that the teachers are the	3.75	0.45	Practiced to a Great Extent



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backbone of the school.

4. trusts the teachers and involve them in decision making.	3.71	0.46	Practiced to a Great Extent
5. exhibits a passion for educational excellence.	3.76	0.44	Practiced to a Great Extent
Overall	3.72	0.38	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 20 demonstrates that in terms of employee as a strategic resource, statement 5, exhibits a passion for educational excellence, with a mean of 3.76 and standard deviation of 0.44, is the top among the lists. This implies that public school heads practiced to a great extent the said statement as strongly agreed upon by the respondents.

Moreover, listening to teachers on statement 1, with a mean of 3.67 and standard deviation of 0.48, is the last in rank but also practiced to a great extent by the school heads as strongly agreed upon by the respondents.

The average mean of 3.72 and standard deviation of 0.38 means that innovation-oriented leadership level of practice in terms of employee as a strategic resource is practiced to a great extent by the public-school heads as strongly agreed by the respondents.

To ensure the quality of their work, it is a great practice in all of the schools in the Lucena division, but especially in the West District, to demonstrate a passion for educational excellence by enhancing teachers' competence, giving them the chance to advance professionally, and acknowledging that they are the heart and soul of the institution by listening to their opinions and involving them in decision-making.

Table 21. Summary Table on Innovation-Oriented Leadership (IOL)

	Mean	Std. Deviation	Verbal Interpretation
Long-Term Perspective	3.73	0.39	Practiced to a Great Extent
Visionary Leadership	3.73	0.39	Practiced to a Great Extent
Risk-taking	3.68	0.41	Practiced to a Great Extent
Initiating Changes	3.69	0.41	Practiced to a Great Extent
Building Commitment	3.72	0.40	Practiced to a Great Extent
Encouraging Diversity	3.73	0.39	Practiced to a Great Extent
Passion Invoking	3.74	0.39	Practiced to a Great Extent
Innovation-Oriented	3.70	0.43	Practiced to a Great Extent
Strategic Resource	3.72	0.41	Practiced to a Great Extent
Overall mean	3.71	0.38	Practiced to a Great Extent

Legend: 1.00 – 1.75 (Strongly Disagree/Not at All), 1.76 – 2.50 (Disagree/Practiced to a Less Extent), 2.51 – 3.25 (Agree/Practiced to a Moderate Extent), 3.26 – 4.00 (Strongly Agree/Practiced to a Great Extent)

Table 21 summarizes the dimensions of performance of innovation-oriented leadership level of practice of public-school heads. It can be noted from the table that the overall mean of 3.71 implies that there is a strong agreement among the respondents that school heads in the public schools practice to a great extent all the dimensions of innovation-oriented leadership. Moreover, the overall standard deviation of 0.40 means that there is homogeneity of responses among the respondents on the dimensions of performance of innovation-oriented leadership among school heads.

Each school in the targeted district is practicing reward system by recognizing the efforts and exemplary performance of teachers. They also have different activities like Talastasan sa Paaralan, and Ugnaan to develop collaboration among the staff where they can freely exchange views and discuss issues and challenges the school is



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facing. Having innovative leaders can hone teachers' skills and can improve their performance in the workplace.

Table 22. Correlation of School Heads Performance to Teachers Performance

Indicator	Efficiency	Efficacy	Appropriateness Of Service
Instructional Leadership	.417**	.475**	.496**
Learning Environment	.469**	.478**	.519**
Human Resource Management and Development	.495**	.526**	.556**
School Leadership Management and Operations; and	.513**	.512**	.512**
Partnership and Environment	.452**	.463**	.491**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 22 illustrates the significant relationship of public-school heads' performance to the performance of the teachers. It can be noted from the table that school heads performance in terms of Instructional Leadership, Learning Environment, Human Resource Management and Development, School Leadership Management and Operations, and Partnership and Learning Environment significantly affect the performance of the teachers in terms of efficiency, efficacy, and appropriateness of service. There is moderate correlation of the dimensions of school heads' performance to each of the dimensions of teachers' performance and they never reached perfect correlation of +/- 1.0.

The function of school heads is greatly influenced by leadership as well as the teachers. When teachers can see that the school head is carrying out his duties appropriately, they show more interest and perform better. Teachers gain the skills necessary to do their duties well if their school head is creative, has lots of original ideas, and can calmly present a solution to a problem. Teachers will perform similarly when the principal leads in an innovative manner. Like a two-way mirror, how the principal performs will affect the teachers, and the teachers will respond by performing similarly.

Table 23. Mediation Analysis of Teachers' Performance on Innovation-Oriented Leadership Practices of School Heads

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	0.3380	0.1013	0.1384	0.5376	3.338	.001
Indirect	0.2465	0.1164	0.0356	0.4884	2.1177	.001
Total	0.5871	0.0568	0.4752	0.6990	10.3421	.000

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
SH Perf --> IOL Practice	0.8914	0.0406	0.8114	0.9713	21.9693	.000
SH Perf --> Teacher Perf	0.3380	0.1013	0.1384	0.5376	3.3379	0.001
SHP --> IOLP --> TP	0.2465	0.1164	0.0356	0.4884	2.1177	.001

Table 23 shows innovation-oriented leadership practices have complementary partial mediating effect on school heads' performance and teachers' performance. It can be noted from the table that innovation-oriented leadership



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practices significantly affect the school heads' performance as revealed by the p-value of 0.000 which is less than the p-value of 0.05. Moreover, a teacher's performance is directly affected by the school head's performance as implied by p-value of 0.001 which is less than the 0.05 p-value. The table also reveals that innovation-oriented leadership practices of school head can act as significant mediators indirectly to teachers' performance as noted by p-value of 0.001 which is less than the 0.05 p-value. According to Kramer and Pfitzer, 2016 and Ramaswamy and Ozcan, (2024), today's effective leaders are more than just strong decision-makers with charisma and good communication skills. For collective wisdom and discipline, they must be capable of co-creating shared visions and goals with others. Smart leaders are individuals who can inspire and motivate others to participate in the co-creation of a smart future. Their leadership abilities become tools for resolving the institution's various problems. In this situation, their influence grows strong enough to have an impact on the effectiveness of the institutions' faculty and administrative staff. The greater the extent of practice of each dimension in school heads' performance, the more excellent the execution of teachers' performance.

Summary, Conclusions, and Recommendations

Majority of the dimensions School Heads' Performance are practiced to a great extent as evidenced by instructional leadership with an overall mean of 3.76, learning environment with an overall mean of 3.75, human resource management and development with an overall mean of 3.72, school leadership, management and operations with an overall mean of 3.73, and partnership and learning environment with an overall mean of 3.73. All the indicators obtained standard deviation less than 1.0.

In terms of teachers' performance, all of the dimensions are all excellent as evidenced by efficiency with an overall mean of 3.69, efficacy with an overall mean of 3.73, and appropriateness of service with an overall mean of 3.74. All the indicators have the computed standard deviation of less than 1.0.

Regarding innovation-oriented leadership level of practice, all variables are practiced to a great extent as evidenced by their overall mean in terms of long-term perspective (3.73), Visionary leadership (3.73), Risk-taking (3.68), Initiating Changes (3.69), Building Commitment (3.72), Encouraging Diversity (3.73), Passion Invoking (3.74), Innovation-Oriented (3.70) and Employee as Strategic Resource (3.72).

As to correlation of variables, there is moderate correlation among the dimensions of school heads' performance in each of the dimensions of teachers' performance. It implies that the greater the extent of practice of each dimension in school heads performance, the more excellent the execution of teachers' performance in the respondent district.

Innovation-Oriented Leadership Practices as significant mediator in Teachers' Performance reveal a significant relationship between the independent and the dependent variables. It shows that innovation-oriented leadership practices of school heads have a strong impact on the teachers' performance in the workplace.

The findings gathered in the study led to the formulation of the following conclusions:

1. The hypothesis stating that " The school heads' performance-related factors do not significantly affect the teacher's performance." is not supported.
2. The hypothesis stating that " The innovation-oriented leadership practices of school heads do not significantly mediate teacher's performance." is not supported.

The following recommendations are provided in the light of the findings and the conclusions drawn for this study: Since the findings reveal that there is a relationship between school heads' performance and teachers' performance, it is recommended that the school head maintain a significant impact of innovation-oriented leadership practice to ensure high performance among teachers at work. Since the findings reveal that there is a significant relationship between school heads' performance and teachers' performance as mediated by innovation-oriented leadership practices, it is strongly suggested that the school heads of the other districts in the Schools' Division under study may adopt similar dimensions of managerial practices to assure quality performance in the workplace. It is further recommended that the innovation-oriented leadership practices of the school heads in the targeted district be



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adopted and practiced in other districts of the Schools' Division.

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